



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2010-2011:** Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2011-2012 NCLB Report Card

School: Dirigo High School

SAU: RSU 10

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# 2011-2012 NCLB Report Card



**School:** Dirigo High School  
**SAU:** RSU 10  
**Grade:** High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	70	68	97	28	31	47	7	21	34	38	68	0	
	2010-2011	76	72	95	40	35	50	6	35	24	36	72	0	0
Female	2009-2010	34	33	97	24	31	49	6	18	48	27			
	2010-2011	40	37	93	46	40	54	5	41	22	32			
Male	2009-2010	36	35	97	31	32	46	9	23	20	49			
	2010-2011	36	35	97	34	30	46	6	29	26	40			
Caucasian/White	2009-2010	68	67	99	28	32	48	7	21	34	37			
	2010-2011	73	71	97	41	36	51	6	35	23	37			
African American/Black	2009-2010	1	1	100			28							
	2010-2011	1	1	100			23							
Hispanic	2009-2010	0	0				42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	1	0	0			41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	2	0	0			35							
Economically Disadvantaged	2009-2010	31	30	97	17	25	31	3	13	30	53			
	2010-2011	38	34	89	35	32	34	3	32	15	50			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	12	12	100	<1	3	16	<1	<1	8	92			
	2010-2011	17	16	94	6	13	17	<1	6	19	75			
Limited English Proficient	2009-2010	1	0	0			13							
	2010-2011	2	0	0			9							

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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**School:** Dirigo High School  
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**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	70	68	97	25	30	45	1	24	37	38	68	0
	2010-2011	76	72	95	25	30	49	<1	25	38	38	72	0
Female	2009-2010	34	33	97	24	29	43	<1	24	42	33		
	2010-2011	40	37	93	24	29	47	<1	24	46	30		
Male	2009-2010	36	35	97	26	32	47	3	23	31	43		
	2010-2011	36	35	97	26	32	51	<1	26	29	46		
Caucasian/White	2009-2010	68	67	99	25	31	46	1	24	36	39		
	2010-2011	73	71	97	25	31	50	<1	25	37	38		
African American/Black	2009-2010	1	1	100			22						
	2010-2011	1	1	100			21						
Hispanic	2009-2010	0	0				40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	1	0	0			51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	2	0	0			32						
Economically Disadvantaged	2009-2010	31	30	97	17	26	28	<1	17	23	60		
	2010-2011	38	34	89	18	27	31	<1	18	38	44		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	12	12	100	<1	3	14	<1	<1	25	75		
	2010-2011	17	16	94	6	5	15	<1	6	19	75		
Limited English Proficient	2009-2010	1	0	0			16						
	2010-2011	2	0	0			17						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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**School:** Dirigo High School  
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**Grade:** High School



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Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students													
	2010-2011	76	69	91	30	28	44	<1	30	32	38	69	0
Female													
	2010-2011	40	37	93	30	27	40	<1	30	24	46		
Male													
	2010-2011	36	32	89	31	30	48	<1	31	41	28		
Caucasian/White													
	2010-2011	73	68	93	31	29	45	<1	31	32	37		
African American/Black													
	2010-2011	1	1	100			19						
Hispanic													
	2010-2011	0	0				37						
Asian or Pacific Islander													
	2010-2011	0	0				49						
American Indian or Native Alaskan													
	2010-2011	2	0	0			26						
Economically Disadvantaged													
	2010-2011	38	32	84	25	26	29	<1	25	34	41		
Migrant													
	2010-2011	0	0										
Students with Disabilities													
	2010-2011	17	14	82	7	8	14	<1	7	29	64		
Limited English Proficient													
	2010-2011	2	0	0			10						

**NOTE:** Some achievement level results have been left blank because fewer than 10 students were tested.

\*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	95	94	96	34	34	49	95	94	96	25	30	47	88	81	83
Caucasian/White	97	95	96	35	34	50	97	95	96	25	31	48	88	82	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	0	0	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	0	33	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	100	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	33	67
Economically Disadvantaged	*	91	94	27	29	33	*	91	94	17	27	30	89	76	71
Students with Disabilities	*	90	91	4	8	17	*	90	91	4	4	15	82	53	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2011-2012 NCLB Report Card

## Maine Teacher Quality Data



**School:** Dirigo High School  
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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	7	6	9	3	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	17.99

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.